

Rosslyn Park Primary and Nursery School



Special Educational Needs and Disabilities Policy

January 2026

Principles and Objectives

All children at Rosslyn Park feel equal and included in every aspect of school life. We have high expectations and make appropriate adaptations to meet everyone's individual needs. To ensure our commitment to the inclusion of all children and to provide effective learning opportunities, we follow the Fundamental Principles of the DfE SEN Code of Practice.

- A child with SEN or a disability should have their needs met
- Children with SEN or a disability should be offered full access to a broad, balanced and relevant education
- The views of the child should be sought and taken into consideration
- Parents have a vital role to play

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

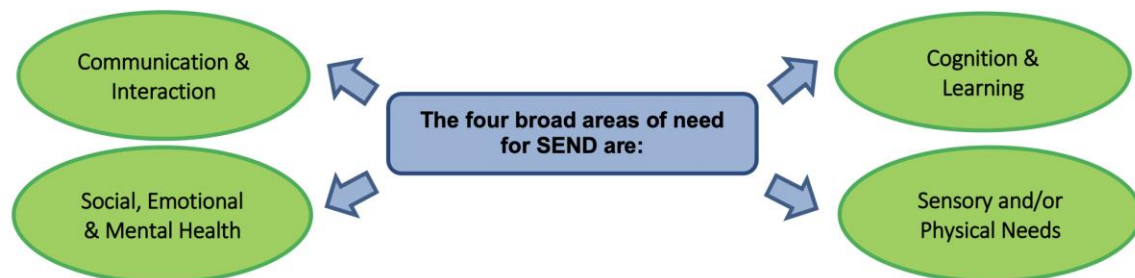
“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.”

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age; or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions.

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

Many children and young people who have a special educational need may have a disability under the Equality Act 2010-that is “...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.



Roles and Responsibilities

SDG – Strategic Development Group (Executive Headteacher, Head of School, Deputy Headteacher and Assistant headteacher) will:

- Provide school wide leadership in SEND and develop a vision and strategic plan
- Implement, monitor and review Transform Trust and Rosslyn policies and practice with a clear focus on incorporating and embedding inclusive provision
- Ensure the sustained raising of aspiration, achievement and attainment, is met through an inclusive, sustainable and innovative educational environment in which all children are able to achieve success from their starting points
- Support staff to achieve the school vision and improvement priorities relating to SEND
- Regularly collect parent, child and staff voice and takes into account their views when decision making in relation to SEND

The **SEND Governor** will:

- Raise awareness of SEND issues at Governing Body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Body

The **SENCO team** will:

- Work with the leadership team and SEND Governor to determine the strategic development of SEND provision in the school
- Have responsibility for the operational aspects of SEND and the co-ordination of specific provision
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that children with SEND receive appropriate support
- Advise on and ensure the graduated approach to providing SEND support
- Provide training for staff to ensure the high quality of the provision for all children with SEND
- Be the point of contact for external agencies such as the Local Authority and its support services, medics and health providers.
- Liaise with previous and potential next providers of education to ensure children and their parents are informed about options and to ensure an effective transition
- Ensure that the school records for all children with SEND are kept up-to-date

The **Teaching team** (Teachers and Teaching Assistants) will:

- Provide quality-first teaching
- Follow the graduated approach to providing SEND support
- Engage with training to provide the high quality of the provision for all children with SEND

- Implement adaptations to ensure children’s access to the curriculum and to meet their individual needs
- Follow the school’s systems such as Provision meetings, Routes to inclusion (R2i) assessments, Attendance meetings, to discuss and ensure the appropriate provision is in place
- Engage with training to provide the high quality of the provision for all children with SEND
- Implement adaptations to ensure children’s access to the curriculum and to meet their individual needs
- Ensure at all times that they are promoting independence and personal wellbeing of the child(s) they are supporting
- Assess and track children’s progress
- Work with the Senior Leadership team to review each child’s academic progress and wellbeing, and plan changes in the provision

SENCO team:

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SEND governor: Rachel Meli

Identification

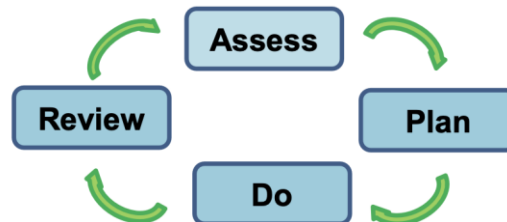
Early identification of children with SEND is essential to enable relevant assessments and provision to be put in place in accordance with the Code of Practice, 2014 (Updated Jan 2015).

At Rosslyn Park we:

- Observe children in class, playtime and educational visits
- Record, track and analyse assessments of academic development and abilities
- Record and analyse children’s behaviour
- Record and analyse safeguarding concerns
- Use resources from Routes to inclusion (R2i)
- Use information and reports from previous education settings
- Listen to the children when they voice their own concerns
- Follow up parental concerns
- Use information, reports and observations from external agencies such as Paediatricians, Educational Psychologist and Speech and Language Therapists, Behaviour, Learning Support and Autism teams

Provision for Children with SEND

Children with SEND are identified as early as possible. We follow a graduated response using the four-part cycle which uses the process of:



Assess – Assess the child’s needs

Plan – Support and adaptations to meet the needs and provide the child with access to the curriculum, and interventions so they can make progress

Do – Implement the agreed provision

Review – Timely review the effectiveness of the provision, the impact it has had on the child’s academic progress, personal development, or attendance and behaviour, and child’s wellbeing

The Graduated Response

Universal Provision

High-Quality Teaching: Teachers deliver effective, differentiated provision that meets the diverse learning needs of all children. This includes using a variety of teaching strategies, interventions, resources, and assessment methods to engage every child.

Inclusive Curriculum: The curriculum is designed to be accessible to all children, with adaptations made to ensure that barriers to learning are removed and every child can participate fully in lessons and activities.

Classroom Environment: An inclusive classroom environment is fostered, where all children feel valued and supported.

Regular Monitoring and Assessment: Teachers regularly assess and monitor the progress of all children to identify those who may be at risk of underachievement. This formative assessment helps inform teaching practises and identify areas where additional support may be needed.

Early Identification of Needs: Teachers are vigilant and proactive in identifying barriers to learning and recognising signs that a child may require additional support.

Collaboration with Parents and Carers: Schools engage with parents and carers to share information about their child's progress and involve them in discussions about any concerns or support strategies.

Teachers to complete R2i Initial Concern Form and discuss it with SENCO team

Inclusion team (SENCO and Behaviour teams) might complete further R2i assessment

SENCO team observes the child and recommends teaching strategies and adaptations

Record is made on ScholarPack

Classroom adaptations are put in place

Teachers share concerns with parents and gather more information about child’s life outside school

Child’s progress is monitored and discussed at pupil progress and provision meetings

Additional SEND Provision – SEND Support



Targeted Academic Support: This could involve small group interventions or one-on-one support from a teacher or teaching assistant, designed to help the child to develop specific skills or overcome particular challenges.

Targeted Pastoral Support: This could involve small group interventions or one-on-one support from ELSA, the Behaviour team or Place2Be, designed to support the child in developing strategies to effectively engage with their learning.

Adapted Curriculum: The curriculum is adapted to the specific needs of the child and specific resources are used to allow access and remove barriers.

Individual Education Plan: The plan outlines specific needs and barriers to learning, the teaching strategies and support for the child to address them, and the expected outcomes.

SENCO team puts the child on the school's SEND register on ScholarPack

Inclusion team (SENCO and Behaviour teams) completes further R2i assessment

Class teacher sets up Individual Education Plan (IEP)

Class teacher draws a Provision map which details the targeted academic and pastoral support.

SENCO team notifies parents/carers that their child is placed on the SEND register; IEP is shared with parents/carers

SENCO team sets up a B-Squared account when the child accesses the pre-Key stage curriculum

SENCO team provides training and support for staff to ensure impact of provision and interventions

English and Maths Lead advice on effective interventions and provide staff with training and support

Class teacher assess progresses and discuss it at Pupil progress meetings, SEND pupil progress meetings, and Provision



External Involvement

External Agency Support: This involves observations and further support, advice, resources and training provided by: Speech and Language Therapy, The Autism Team, Behaviour Support Team, The Learning Support Team, The Educational Psychology team, CAMHS, NPST, BEMHS, Local NHS services such as paediatricians, health visitors and school nurses, Early Support Service and the multi-agency safeguarding hub.

Transform Trust Inclusion: The Director of Inclusion and their team, and SEND Partnership projects offer further and support for addressing specific challenges.

Enhanced Provision: SDG reviews child's needs, school's information and reports from external agencies, and determines if the child should access the Enhanced provision

SENCO team involves external agencies to support the school in meeting the child's needs and ensure right provision

SENCO liaise with external agencies to provide specific training for staff

SDG takes children with complex needs to TransformTrust Enhanced panel

SENCO applies for High Level Needs funding if appropriate

SDG and SENCO meet with parents to notify them about their child accessing the school's Enhanced provision



Educational, Health and Care Plan (EHCP)

When a child has a significant, severe or sustained need then they may require Education, Health and Care Plan.

SENCO team requests EHC Needs Assessment to take place

SENCO team provides all the evidence from to school to support the application process

SENCO team supports parents in EHCP appeals

SENCO team holds EHCP annual review with all stakeholders

Assessment

Children with SEND are initially assessed using the following attainment descriptors:

Below – working below the expected standard for a year group; this means more than 2 years below and pre-Key Stage the child's year group/Key Stage

WTS – working towards the expected standard for a year group; this means a year below

EXS – working at the expected standard for a year group

GDS – working above the expected standard for a year group; this means working at a greater depth of the curriculum of a year group

B-Squared assessments are used to identify and provide smaller steps of learning and track the progress of children with SEND when they are working Below and pre-Key Stage.

TransformTrust Access Arrangement Protocol is used to enable children with SEND to be at their best when accessing formal assessments.

Routes 2 inclusion is used to assess children's individual needs, views and their learning environment.

Monitoring

The provision for children with SEND is monitored through:

- Learning walks and Lesson observations
- Planning and work scrutiny
- Staff appraisals
- Assessment data and Pupil progress meetings
- Children's and parents' voice

- IEP and EHCP reviews
- Behaviour logs
- Safeguarding records
- Provision meetings
- Attendance meetings
- Pastoral meetings
- External agencies and social care involvement

Effectiveness of SEND Provision

Improved Academic Performance: Children with SEND will show progress in their academic work, achieving or making significant strides towards their individual learning goals.

Positive Social and Emotional Development: Children will demonstrate increased confidence, self-esteem, and social skills.

Engagement and Motivation: Children will be more engaged in their learning, showing interest and motivation in their tasks. There will be less concerns with their attendance and/or behaviour.

Positive Feedback from Parents and Pupils: Parents and children will express satisfaction with the support provided and positive experiences related to the SEND provision at our school.

Ongoing Evaluation and Adaptation: The school regularly reviews the effectiveness of its SEND provision through systematic monitoring and quality assurance processes. As a result, we make informed adjustments to strategies and resources to better meet the individual needs of pupils with SEND, demonstrating a commitment to continuous improvement and responsiveness to changing needs.

- SEND provision is quality-assured termly at the Standards meetings with TransformTrust, annually at the Trust Partnership and Peer review, annually at the Challenge Partners review, and as part of Ofsted inspection
- School SENCOs regularly attend TransformTrust network meetings
- Systematic monitoring as described above
- Regular whole staff training and specific training to meet individual needs

Record Keeping

Record	Responsibility	ScholarPack	SharePoint	Insight
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SEND register	SENCO	✓		
R2i Initial Concern	SENCO/Behaviour team	✓	✓	
Letters/reports/documents from external agencies	SENCO		✓	
IEPs	Class Teacher/SENCO			✓
Provision Maps	Class Teacher/SENCO		✓	
BSquared assessments	Class Teacher / SENDCo			✓
Individual Risk Assessments	SENCO/SDG		✓	
Handling Plans	SENCO/SDG		✓	
Health Plans	SENCO		✓	
EHCP	SENCO		✓	

Records are updated regularly after new information, assessments and reviews.

Partnership with Parent/Carers

- Parents can contact the school with concerns about their child's SEND support or to share their concerns
- Teaching staff and the SENCO keep parents informed about their child's progress and provision
- Individual Education Plans (IEPs) are updated and shared during parents' evenings
- EHCP reviews and additional meetings are held for children with complex needs, inviting all stakeholders to attend
- Support and training are offered to parents
- Parents can contact one of the school SENCOs directly on their e-mail or phone. They can also arrange a meeting through the school office.

Involvement of Pupils

- Children with SEND are supported to understand their strengths, needs and approaches to learning and having the confidence to voice their concerns and aspirations
- Children with SEND are involved in monitoring and reviewing their progress, wherever possible and in an age-appropriate manner
- All staff listen to and address any concerns raised by children themselves
- Children with SEND are part of the School Council

Transition

- Ensure effective transitions into the school from other settings, between year groups, and into different schools

- SEND profiles and child protection concerns are passed on when a child transfers to or from another Primary school
- Information sharing and transition programmes are established with Pre School agencies and Secondary schools
- Children have individualised transition programmes for Year to Year and between key stages
- Transition programmes may include booklets, photographs of the new class or school, extra transition visits, transition time table
- If a child has an EHCP, the new school will be named on an amended version of the plan before the transfer occurs

Admission Arrangements

The school's admission arrangements are published separately and in line with Nottingham City's Admission Policy.

Complaints Procedure

Any Parents/Carers who wish to make a complaint relating to the provision for children with SEND should, in the first instance, speak to the Class Teacher and SENCO. If the matter is still not resolved they should contact the Head Teacher. In the case of an unresolved complaint, the Parents/Carers can make a formal complaint in writing to the Chair of Governors.

Nottingham City SEND Local Offer

The Nottingham City Local Offer contains information about the support available to children and young people with Special Educational Needs and Disabilities (SEND) and their families. Information about services and activities for children and young people has all been brought together in one place. This website also contains information about new developments and changes to services.
<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

This policy is reviewed annually.
 January 2026

